DOCUMENT RESUME

ED 038 748 EA 002 827

TITLE	Problems Perceived by Educational Leadership: PROJECT DESIGN, Interagency Planning for Urban Educational Needs, Number 6.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	Aug 68
NOTE	31p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Administrator Attitudes, Culturally Disadvantaged, Educational Facilities, Educational Finance, *Educational Needs, Educational Objectives, *Educational Planning, *Educational Problems, Educational Programs, Intercommunication, Interviews, Personnel Needs, Role Perception, Social Responsibility, *Urban Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

This report is one in a series of needs assessment publications that comprise the initial phase for PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District. This report summarizes educational problems of Fresno as they were perceived by district educational leaders. One researcher interviewed five members of the Board of Education, 28 district administrators, and four leaders of teacher organizations. Each was asked, "What do you feel are the major problems, concerns or needs of our school district?" Each was limited to 15 responses. Responses were arranged in a table, under Learner Need, Functional Need, or Solution, and also into major categories, including objectives, personnel, plant and facilities, communications, social relationships, finance, and program. These seven major categories were broken down to yield 31 vertical categories. The report provides all responses, a frequency distribution of stated needs, analysis, summary, and conclusions. (DE)

EDO 38748
Copy Available
Best
EA 002 327

PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

6. PROBLEMS PERCEIVED BY EDUCATIONAL LEADERSHIP

August, 1968

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

Board of Education

Ann M. Leavenworth, Ph.D., president
William C. Meux, clerk
William Dienstein, Ph.D., member
H. M. Ginsburg, M.D., member
J. E. Young, M.D., member

Administrative Staff

Erwin A. Dann, superintendent
Reid W. Gromis, assistant superintendent - personnel
Robert S. Miner, assistant superintendent - instruction
Dr. Robert A. Webber, assistant superintendent - business
Robert A. Hansen, director - planning and research
Dr. M. Marty Santigian, director - information services and human relations

Project Staff

Dr. Edward E. Hawkins, project director
William P. Booth, coordinator of research and evaluation
Larry Matthews, research assistant
Dr. Louise R. Pierce, research assistant
Dr. Richard Sparks, editing consultant
Richard M. Mallory, editing
Alan E. Lubic, editing

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

ED038748

FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

One of the dimensions of the needs assessment was the identification of problems as perceived by educational leadership of the Fresno City Schools. Larry Matthews, staff researcher, did the primary interviewing. Project staff reviewed the data and prepared this report.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

6. PROBLEMS PERCEIVED BY EDUCATIONAL LEADERS

TABLE OF CONTENTS

Purpose..... 1

Selection of Respondents..... 1

Procedure..... 1

Responses..... 2

Treatment of Data..... 2

Problems..... 3

Frequency Distribution of Stated Needs..... 21

Analysis of Frequency Distribution..... 22

Summary of the Process of Stating Problems..... 23

Appendix A - List of Project Needs Assessment Publications..... 24

Appendix B - District Educational Leaders..... 25

Major Conclusions Identified by Project Staff..... 26

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PROBLEMS PERCEIVED BY EDUCATIONAL LEADERSHIP

This report summarizes educational problems of Fresno as they were perceived by district educational leaders.

Purpose

Involving educational leadership in the identification of perceived educational problems had two purposes beyond the obvious desirability of their general participation in the project.

First, the product would be a set of stated problems useful in validating the broad and comprehensive needs assessment being conducted during the first project year. (See Appendix A for the complete list of project needs assessment publications).

Second, the process of stating general concerns as specific educational needs would sharpen perspectives of educational leaders concerning the assessment of educational needs.

Selection of Respondents

Educational leaders, for purposes of this study, were defined as those individuals whose job responsibilities included identification and solution of major district educational problems, with particular emphasis on instructional and curricular programs.

Potential respondents were determined to be five members of the Board of Education, twenty-eight district administrators, and four leaders of teacher organizations, a total of thirty seven. (See Appendix B for a list of district educational leaders.)

Vacations made it impossible to interview several administrators. The thirty respondents were five board members, twenty-one administrators, and four teacher organization leaders.

Procedure

One staff researcher conducted individual interviews during the month of July, 1968. Respondents were given no forewarning as to the purpose of the interview; a staff member explained purposes at the initial contact.

The question was asked, "What do you feel are the major problems, concerns or needs of our school district?" Problems were not to exceed fifteen in number, not necessarily in any priority order. An attempt was made to have the respondent concentrate on the needs of the district by being asked the question, "Why?" whenever solution statements rather than needs statements were given. During, and at the end of the interview, reponses were summarized and read back to the respondent to verify accuracy of the interview.

Responses

Responses were similar within functional groups, but differed when compared with other groups. For example, the responses of individual teacher organization leaders, when grouped, were similar to each other but quite different from the responses of individual members of the board when these were grouped.

The number of responses ranged from two to eighteen with an average of eight. Although the limit was given as fifteen, one respondent stated eighteen separate problems; each was included.

Treatment of Data

Initially, each of the thirty-seven prospective respondents was given a random number. This number is used throughout the report, and is followed by decimal digits representing the order of responses given in the interview. 25.8, for example, indicates the eighth response of respondent number 25.

Each response was first classified horizontally into one of three columns labelled to separate Learner Needs, Functional Needs, or Solutions. These columns were designed in the specifications given Task Force specialists to separate those needs associated with deficiences in learner achievement from functions or operations which must be performed to meet such achievement deficiencies. The third column actually represents suggested solutions rather than needs, and implies a need if none is stated. The coding system will assist the reader in noting whether a need was stated along with each suggested solution.

Responses were also grouped vertically according to a classification system developed by the staff to permit a common analytical system for all needs assessment findings. For example, similar responses are gathered under headings such as "Operations-Planning," "Personnel-Teaching Staff," or "Plant and Facilities-Location."

Statements of perceived educational problems are presented in the next section, arranged as explained into appropriate columns and vertical categories. Multiple code numbers by any statement indicate similar responses by two or more respondents.

P R O B L E M S

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	OBJECTIVES - PLANNING	
	6.6, 10.7, 13.6, 20.5, 24.6, 26.9 Community involvement in all phases of school activities.	6.6 Decentralization of district (for community involvement). 24.6 Volunteer or hired parents for school involvement.
	13.5 To be aware and to implement proven methods and techniques.	13.5 Identification, then in-service training for flexible staff and facilities.
	26.11 Obligation for schools to meet future adult leisure time needs.	
	3.3, 16.9 Base educational programs-curriculum on sound educational ideas rather than reactions to community power structure.	
	13.2, 27.8 Board, administration to become more innovative.	13.2 Increase the size of administrative staff to give time for innovation.
	27.4, 33.2 Bring about a willingness to implement the general goals of the district.	
	OBJECTIVES - EVALUATION	
	14.5 Desirability of subjective rather than objective evaluation for some programs.	
	8.5 Quality assurance through effective evaluation of new and on-going programs.	
	27.5 To find out how to educate all students effectively.	27.5, 26.12 Re-assess whole educational process.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	OBJECTIVES - PHILOSOPHY	
10.12 More involvement in school.	10.12, 33.7 Increase student-teacher, student-administrator involvement in activities, teaching, policy making.	10.12 Increase student activities.
	10.11 Use school plan which reflects the present physical location of school.	10.11, 20.4 Retain neighborhood schools.
	20.3, 10.4, 25.9, 27.3 Clarify objectives, goals, philosophy of district.	
	14.1, 20.9 Stop loss of local control to federal and state agencies.	
	14.2 More predictability, stability of federal and state regulations.	
	14.3 Stop appeasement of board-administration by group pressures.	
	33.1 Bring about a willingness to change for all concerned.	
	33.3 Recognize and be willing to act on individual student needs.	33.3 Recognize priorities and be willing to antagonize low priorities.
	20.6 Social problems not exclusive responsibility of schools.	20.6 Teach individuals to analyze their place in environment.
	29.1 Recognition of long term educational goals as determined by society.	
	29.2 Determine future educational needs of students.	
	13.7 Increase contact with political leaders.	13.7 Develop political know-how.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	OBJECTIVES - PHILOSOPHY (continued)	
	24.7 Make education more meaningful to older students.	24.7 Make school more voluntary by lowering compulsory education age.
	22.4 A school system rather than a system of schools.	22.4 Eliminate or reduce the differences among schools.
	28.2 Board place priorities where they belong.	28.2 Board place values with students rather than taxpayers.
	28.3 Educators rather than lay board should administer the schools.	28.4 Eliminate lay school board as administrative body, replace as an advisory board.
	PERSONNEL - ROLE IDENTIFICATION	
	34.8, 27.2 Deal more effectively with increasing militancy of teachers.	34.8 Define role, authority responsibilities of downtown administrators, principals. 27.2 A better understanding of teachers by board.
	18.2, 30.15 Reorganize and redefine the role of the curriculum coordinator.	
	10.1, 19.5, 11.6, 11.7, 35.6 Define role of all personnel.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PERSONNEL - ROLE IDENTIFICATION	
	10.2 Understanding relationships of all personnel roles.	
	10.3 Define decision-making areas.	
	19.5 Remuneration to fit job responsibility.	
	35.5 Improve evaluation of teacher, principal, administrator.	
	16.1 Eliminate overlapping of responsibilities, particularly in regard to adult education.	16.1 Reorganization of administrative responsibilities in regard to adult education.
	16.2 An evaluation and job description of all staff.	16.2 Conduct feasibility studies for staff evaluation.
	35.6 / 26.1 Involvement of professional organizations, teachers, students, in policy making and curriculum decisions.	
	28.5 / 8.13 Eliminate menial, unprofessional work by administrative and teaching staff.	8.13 More effective use of the paraprofessional.
	PERSONNEL - ADMINISTRATION	
	34.9 Administrative (including Board) support for discipline policies.	34.9 School administrators more clearly aware of discipline policies within schools.
	26.10 / 24.10 Reduce number of administrators and teachers chosen from within district.	26.10 Recruit and hire from outside district.
	16.7 Raise efficiency level of administrative staff.	16.7 Increase administrative staff.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTION
	PERSONNEL - TEACHING STAFF	
	11.5 Hire staff which wants to be placed on west-side.	
		7.7 A professional teaching force.
	11.4 Place minority teachers in all areas of district.	11.4 Recruit more minority teachers.
	34.2 Placement needs of district should be known at an earlier time.	34.2 Revise transfer procedures.
	34.7 28.1 Need for ridding district of tenured and probationary teachers and administrators who are not producing.	34.7 27.11 Teachers profession needs more policing of its own people
		28.1 Remove the unjustified fear of administrators to terminate personnel.
	24.9 Keep good teachers in Fresno and in classrooms.	24.9 Offer monetary and other incentives to career teachers.
	24.12 More male influence for boys in elementary school.	24.12 Hire more male elementary teachers.
	35.4 Reduce pressures on teachers from other teachers.	
	35.1 Reduce the tensions between compensatory and non-compensatory teachers.	35.1 Improve communications between compensatory and non-compensatory teachers concerning federal programs.
	26.6 Promote better teacher morale.	26.6 Initiate a firm transfer policy and stick to it.
	27.9 Improved teacher-parent relationships.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
PERSONNEL - TEACHING STAFF (continued)		
	27.10 5.5 Change professional self-image of the teacher.	27.10 5.5 In-service training for strong academic interest - a major criteria for teaching.
	27.7 Goals of teaching realistic to students.	27.7 Awareness of generation gap by teachers and students.
PERSONNEL - SUPPORT PERSONNEL		
	19.2 Extend the time libraries are open in elementary school.	19.2 Hire more full-time librarians.
PERSONNEL - PARENTS AND COMMUNITY		
	34.6 Reduce the parental pressure for grade achievement.	34.6 Parent acceptance of student ability level.
	34.10 Public support of school discipline policies.	
	30.9 Improve home-school relations.	30.9 Hire school social workers - home reading specialists.
PERSONNEL - TRAINING		
	12.9 Convince teachers to retrain themselves.	12.9 Increase teacher awareness of own inadequacies.
	11.1 Train principals for teacher evaluation.	11.1 In-service training of principals.
	11.3 34.1 Hire west side teachers who are qualified to work with disadvantaged.	11.3 34.1 Train teachers to teach the disadvantaged.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PERSONNEL - TRAINING (continued)	
	10.10 Train 6th grade teachers to be more specialized. 26.13 Evaluate credentialing system.	 26.13 Determine the effectiveness of college courses. 16.11 College courses on methods techniques in teaching adults.
	PLANT AND FACILITIES - LOCATION	
	6.2, 8.4, 5.1, 20.1 Determine best location, type and use of buildings for educational purposes. 17.1, 18.3, 36.1 Centralize administrative functions. 19.4 Storage space for administrative materials, supplies.	
	PLANT AND FACILITIES - BUILDING DESIGN	
	24.16 Provide a happy learning environment. 17.6, 3.1, 30.7 More functional and flexible school buildings, equipment, site selection. 13.1, 9.1, 7.1, 17.2 Buildings to house curricular needs of students.	24.16 Plant trees in school yards. 3.1 Don't let enrollment be only criteria for school placement. 13.1 12 month school, utilize business offices, churches, etc.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
PLAN AND FACILITIES - EQUIPMENT AND SUPPLIES		
	NONE	
	COMMUNICATION - WITHIN SCHOOLS	
	13.6, 22.1, 27.1, 9.3, 7.8, 35.2, 19.1, 14.4, 18.4 Internal communication improvement.	13.6 Understanding by all as to where responsibilities lie. 19.1 Program plans should be known by all concerned in planning stage. 14.4 Reduce regular duties-responsibilities to give more time for communication. 18.4 More effective use of mass media.
	15.1 Assess all communicative techniques to determine purposes and results needed.	
	16.6 Equipment sharing between adult and regular day teachers.	16.6 Better communication between adult and regular day teachers.
	37.5 Communication problem in getting computer information to persons in schools.	
	COMMUNICATION - SCHOOL-COMMUNITY	
	10.5, 25.5, 7.8 Better communication with public.	10.5, 3.6 Communicate at the public's level.
	33.4, 26.9 Convince public of importance of education.	33.4 Point out alternatives to public.
	9.2, 30.6, 3.6 Communication with community so that curricular program is a cooperative effort.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
COMMUNICATION - SCHOOL-COMMUNITY (continued)		
	27.6, 33.6, 7.6 Public awareness and acceptance of alternative educational programs.	33.6, 20.2, 20.8 A continuous all-media program to delineate varying objective alternatives to public.
SOCIAL RELATIONSHIPS - MORAL AND ETHICAL VALUES		
7.4 Respect for law and order.	7.4 Schools should stress school rules, set examples. 36.6, 14.3 Concern for the changed moral, ethical values of students.	
SOCIAL RELATIONSHIPS - GROUP RELATIONSHIPS		
	30.13, 3.7 District-community human relations program.	
13.3 Attitudes to become more positive.	13.3 Positive, local leadership from schools. 15.2 Change apathetic feelings of public towards inter-group relations. 15.3 Make middle income group aware of long range goals met through on-going programs. 30.10 Parent-child involvement in elementary schools.	30.10 Hire elementary counselors.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
SOCIAL RELATIONSHIPS - PROBLEMS OF CULTURALLY DISADVANTAGED		
	30.2 Teachers recognize environmental differences and have empathy for various ethnic groups.	
	3.5, 26.7, 5.1, 24.1 Elimination of segregated schools.	3.5 Retain neighborhood schools with specialty schools to achieve integration. 26.7 More innovative experimental approach. Close Edison - use as administration building. 5.1 Define role of schools. 24.1 More active board leadership with or without community support.
	29.3, 26.2 Awareness and empathy for ethnic differences in ability and manners of a achievement. 16.5 Motivate the Negro to take advantage of adult school. 8.2 Programs for improving the teaching of culturally disadvantaged including the teaching of national cultural values, and intercultural understanding. 12.10 Motivate disadvantaged students and parents to appreciate school.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	FINANCE - COMMUNITY RESPONSIBILITY	
	10.9, 25.7 Immediate financing from any source.	
	35.5 Needs rather than money to determine budget.	
	17.3 Convince community of financial obligation to schools.	17.3 Relate to economic reasons in selling bond elections.
		17.4, 6.1 Broader tax base more state-wide equalization.
	27.11 Public willingness to accept innovative approach.	
		5.6 State-wide financing with local control.
	FINANCE - SCHOOL RESPONSIBILITY	
	10.8 Objectively evaluate student improvement in relation to cost.	10.8 Relate student improvement to cost-effectiveness.
	10.6, 20.6 Planning within financial limitations of District.	10.6 Realistic planning.
	17.5 Know all of income resources before budget is adopted.	
	26.8 Sell bond elections to public.	26.8 Use political campaign techniques, methods.
	26.3 Better utilizations of funds.	26.3 Better pre-planning of government programs, expenditures.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PROGRAM - CURRICULUM, GENERAL	
	12.6, 26.5 Make it easier to eliminate or to create new course offerings.	12.6, 26.5, 25.8, 6.3 Flexible curriculum.
	24.17 Improve curriculum to include neglected areas.	24.17, 8.11 Strengthen penmenship, communicative skills and eliminate true or false tests to strengthen writing skills.
	24.11, 5.4 Improve reading program and parent-community involvement in the program.	24.11 Provide curriculum such as shops, art, music, P.E., drama at elementary level so that non-academic student has place to succeed.
35.3 More time in classroom.	35.3 Allow more time for increased curriculum on primary level.	35.3 Extend school day.
	9.4, 7.5 Speed-up process of curriculum change to meet changing needs of student.	
	20.10 Curriculum should complement and not replace the home and parent.	
	8.9 Improving instruction in family life education (K-12)	
	25.1 Bring about contimuity of curriculum between junior and senior high.	
	13.4 Develop program so that individual can learn to the best of his potential ability.	13.4 Provide activities which will promote learning.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
PROGRAM - CURRICULUM, ACADEMIC		
	12.5 Define goals for foreign language.	
	12.7 Evaluate and analyze physics, chemistry, biology, program to meet needs of more students.	
	25.2 Intensify programs in reading and language arts.	
12.1 Raise reading scores.	12.1 Evaluate methods, materials, techniques to identify reasons for low reading achievement.	12.1 Correlate pre-school reading readiness to rest of reading program.
	12.2 Better teaching methods in science-math.	12.2 Teacher awareness of new, better methods in Math-Science teaching.
	8.10 Programs for improving the teaching of English as a second language especially for the Mexican-American.	
	24.3 Emphasis on academic at all levels.	24.3 Administrator resistance to non-academic pressures, and teacher support of administrators' decisions.
	30.3 Reading program to meet individual needs in grades 1, 2, and 3.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
PROGRAM - CURRICULUM, VOCATIONAL		
	6.5 Vocational education to provide employment training for all.	
	16.13 Comprehensive high school education prerequisite to adult vocational training.	
34.3 Eliminate stigma of technical training in regards to career planning.	34.3 Reduce the number of college prep students who shouldn't be in college prep program.	34.3 Restore the prestige and importance of technical training.
		34.4 Provide programs to meet needs of all students.
	30.14 Schools provide help for the unemployed.	30.14 Schools to create jobs for unemployed.
	30.12, 24.4, 8.7 Provide work-experience program involving high schools and business community.	
	8.3 Program for improving vocational exploration opportunity for learners.	
	22.2 Up-date program to meet modern business needs.	22.2 Furnish programs, supplies, equipment to meet modern business needs.
	22.3 District awareness of class distinctions, stigmas that exist for vocational schools.	22.3 District acceptance of comprehensive rather than vocational high schools.
	37.1 Provide technical training, particularly in data-processing.	37.1 Vocational training for specific job requirements.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PROGRAM - EXTRACURRICULAR	
	24.14 Provide physical activity and fitness for all students, not just exceptional.	24.14 Increased athletic and intramural program at secondary level.
	30.11 Develop programs for the atypical student.	30.11 Use Saturday morning time for special programs.
	PROGRAM - GUIDANCE AND COUNSELING	
	24.18 Realistic counseling to challenge students to strive for their highest potential.	
11.2 Get student problems identified earlier.	11.2 Elementary counseling.	11.2 Employ elementary counselors.
	16.12 Recognize the unique counseling problems of adults.	16.12 In-service training for adult counseling.
	8.8 Improve guidance services at elementary level.	
	PROGRAM - SUPPORT SERVICES	
	25.4 Accelerate methods of providing supplementary services.	
	18.1 Teacher awareness and usage of support material and supplementary aids.	18.1 Systemize curriculum development for full knowledge and usage of support services by teacher.
	18.5 Improvement of transportation for student and materials.	
	18.6 More field trips financially available to all students, not just compensatory education schools.	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
PROGRAM - SUPPORT SERVICES (continued)		
19.3 Awareness of library programs, materials.	19.3 Teacher involvement in use of library.	
	24.5 Strengthen library program, especially at secondary level.	
		30.5 More money for aides, supplies basic to instructional program.
	37.3 Sell computer program to those unfamiliar.	37.4 A resource person to demonstrate use of computer in schools.
	37.6 Board-administrative awareness of computer services, functions.	
	24.8 Better provision for economic and social needs of elderly.	24.8 Expand adult education program.
	16.4 For adult program to increase curriculum offerings lessen administrative problems, limit community pressures for teacher-program improvement.	16.4 Centralize the adult school programs.
	16.3 Increase the availability of adult school program.	16.3 Public transportation system for adult education students.
	16.10 Better understanding by teacher of unique problems of adult students.	16.10 College teacher training to include adult education visitations.
PROGRAM - COMMUNITY SERVICE		
	NONE	

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PROGRAM - INDIVIDUAL ATTENTION	
	25.9, 30.1 Need for more small group and individualized instruction.	30.1, 7.3, 8.1 Pre-service and in-service training to acquaint teachers with new methods, techniques and test interpretation.
24.13 Girls to develop to their full potential.	24.13 Motivate and improve image for girl students, and to utilize the talents of women of district.	24.13 More women in school administrative positions.
	26.4 Textbooks, supplementary materials for the atypical student.	26.4 More individual school selection of textbooks, etc.
	29.4, 8.6 Evaluate methods, goals in relation to individual differences.	
	24.2 More individual attention for junior high students.	24.2 Junior high reorganization, perhaps intermediate school.
	PROGRAM - RESEARCH	
	24.15 More innovation at individual school level.	24.15 Budgetary arrangement for individual school funds for innovation and research.
	PROGRAM - ORGANIZATION	
	6.3 Determine program organization type and size to meet needs of students.	
	30.4 A school readiness program for all.	
	5.3 Show difference between academic and vocational high school graduates.	5.3 Different standards, diplomas for the two types.

LEARNER NEEDS	FUNCTIONAL NEEDS	SOLUTIONS
	PROGRAM - METHODOLOGY	
	8.14 Programs for improved use of programmed instruction.	
	28.4 Eliminate interruptions of teachers during the teaching day.	
	37.2 Utilize computer in schools to its fullest potential.	37.2 Broaden participation in computer use to disciplines other than math.
	12.4 English teachers to adopt linguistics approach.	
	12.3 Reorient staff to use discovery method of teaching.	
	12.8 Improve junior high teaching methods.	
25.3 More verbal involvement in school.		
	6.4 Staff to use clinical approach.	6.4 In-service training for staff sensitivity and flexibility.
	7.2 Adapt methods of instruction to needs and levels of students.	
	11.2 Use standardized diagnostic tests to greater advantage.	
34.5 Reduce pressures on "over-achievers"	34.5 Reduce the over-emphasis on grades.	
	8.12 Programs for improving instruction of slow or reluctant learner.	

FREQUENCY DISTRIBUTION OF STATED NEEDS
SUMMARIZED BY CATEGORIES

		Individual Responses by Categories and Subcategories		
		Learner	Functional	Solutions
I.	OBJECTIVES (54 Total Responses)			
	A. Planning		14	3
	B. Evaluation		3	2
	C. Philosophy	1	21	10
II.	PERSONNEL (78 Total Responses)			
	A. Role Identification		20	5
	B. Administration		4	3
	C. Teaching Staff		14	13
	D. Support Personnel		1	1
	E. Parents and Community		3	2
	F. Training		6	6
III.	PLANT AND FACILITIES (20 Total Responses)			
	A. Location		9	
	B. Building Design		8	3
	C. Equipment and Supplies		0	
IV.	COMMUNICATIONS (35 Total Responses)			
	A. Within Schools		12	6
	B. School-Community		11	6
V.	SOCIAL RELATIONSHIPS (28 Total Responses)			
	A. Moral and Ethical Values	1	3	
	B. Group Relationships	1	6	1
	C. Problems of Culturally Disadvantaged		11	5
VI.	FINANCE (22 Total Responses)			
	A. Community Responsibility		6	5
	B. School Responsibility		7	4
VII.	PROGRAM (115 Total Responses)			
	A. Curriculum - General	1	11	8
	B. Curriculum - Academic	1	7	3
	C. Curriculum - Vocational	1	10	6
	D. Extracurricular		2	2
	E. Guidance and Counseling	1	5	2
	F. Support Services	1	8	3
	G. Adult Education		4	4
	H. Community Service		0	
	I. Individual Attention	1	7	6
	J. Research		1	1
	K. Organization		3	1
	L. Methodology	2	11	2
	TOTALS	11	228	113

ANALYSIS OF "FREQUENCY DISTRIBUTION OF STATED NEEDS"

1. Only eleven (3%) of 352 problem statements could be classified as dealing with learner needs or learner achievement deficiencies.

2. Two hundred twenty eight responses (65%) were statements of functions to be performed to meet implied or stated learner needs.

3. One hundred thirteen responses (32%) were classified as statements of solutions rather then of problems.

4. According to the classification system used, areas of most concern were, in order, Programs (33%), Personnel (22%), and Objectives (15%).

5. Similarly, areas of least concern were: Plant and Facilities (6%), Finance (6%), and Social Relationships (8%).

SUMMARY OF THE PROCESS OF STATING PROBLEMS

Throughout the Needs Assessment phase of the master planning project all participants had difficulty in stating problems and concerns as needs rather than as solutions. It is evident and understandable that, as in other needs assessment activities, leadership respondents were eager to give solutions as well as needs. However, the careful identification, statement and analysis of problems must be done as the first step in orderly problem solving.

In attempting to drive back solution statements to the needs level the interview technique was partially successful in that more than twice as many functional need responses were recorded as were solution statements.

The small number of learner needs responses may indicate a tendency by respondents to make responses within their particular frame of reference. Because district educational leadership has as its responsibility the effective functioning of the schools, it was to be expected that functional needs would be prominent in their thinking. In many instances, a learner need was so obviously implied in the stated functional need that the respondent apparently did not feel it was necessary to actually state it.

Differing emphases among areas of concern may be interpreted in somewhat the same manner. Since most of the respondents were connected directly with instructional programs it was understandable that programs received the heaviest response. The dependency of education upon people would account for the heavy response related to personnel concerns. Objectives of the school system cut across all levels and encompass all personnel and programs, thus logically would receive the emphasis given them.

More difficult to analyze were the problem areas which received least response. It is possible that plant and facility problems are of such an obvious nature that they were passed over. The difficulty of solving problems may have been a factor influencing responses. Programs, personnel and objectives might seem to be easier subjects for change than buildings, finance, social relationships or communications. It might also be noted that the areas of lesser concern involve community, society and other intangibles which tend to make solution more difficult.

APPENDIX A

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. 9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

APPENDIX B

DISTRICT EDUCATIONAL LEADERS

Arthur Carlson

David Crow

Erwin Dann

Ronald Diebert

Dr. William Dienstein

Douglass Fisher

Edmund Gaussoin

Dr. H. M. Ginsburg

Gordon Graves

Reid Gromis

Wallace Hallberg

* J. W. Hammel

* Robert P. Hansler

Robert Hansen

* Vernon Heckman

Richard Helm

Dr. Ann Leavenworth

* Norman Mac Donald

Richard Mallory

Donald McColm

D. William McLelland

William Meux

Robert Miner

* Katherine Pavlovich

Priscilla Phillips

Maurice Reetz

Dr. Gerald Rosander

Mervin Salwasser

Dr. M. Marty Santigian

Chester Slate

* Margaret Thomas

Anthony Trovato

Dr. Robert Webber

John Wenzel

Dr. J. E. Young

* William Young

Roger Youngman

NOTE: Code numbers were assigned randomly to leaders so that responses may not be associated with particular respondents. Those marked with an asterisk were unavailable at the time interviews were conducted.

6. PROBLEMS PERCEIVED BY EDUCATIONAL LEADERSHIP

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

6- 1. There is a need for a total school-community involvement in the determination, evaluation and clarification of objectives.

6- 2. Both school leadership and the community must become more willing to innovate in meeting objectives.

6- 3. All district personnel should have their roles and responsibilities clearly defined.

6- 4. A professional staff is needed that is chosen from a broad geographic area, that is placed to match job requirements, that is producing to the maximum of its abilities, and that is retained only in relation to competence.

6- 5. School sites and buildings should be selected to meet flexible and functional needs of students, district, and community.

6- 6. School communications, both internal and external, need improvement.

6- 7. A change in the apathetic feelings concerning the moral, ethical values of students, teachers, and community is needed.

6- 8. There were concerns for elimination of de facto segregated schools, awareness of cultural differences by school staff, and parent's and children's lack of motivation to take advantage of existing educational opportunities.

6- 9. All programs should be evaluated to determine effectiveness in relation to cost and thus achieve public willingness to financially accept and support these programs.

6- 10. The procedure for curriculum revision should be simplified in order to meet changing needs of students.

6- 11. Evaluate the curricula of reading, foreign language, science, language arts, and family life education for improvement.

6- 12. A vocational education program involving the business community is needed to train citizens for future employment.

6- 13. There needs to be expansion, improvement, and awareness at all levels of library services, transportation services, computer services, and counseling services.

6- 14. There is a need for more individualized instruction for all students.

6- 15. The adult school program needs expanding and its services need to be made more available to citizens.

6- 16. Methods of instruction by the teacher need to be innovative in order to meet the changing needs of all students.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. Other County School Needs Survey Reports (by EDICT)
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning